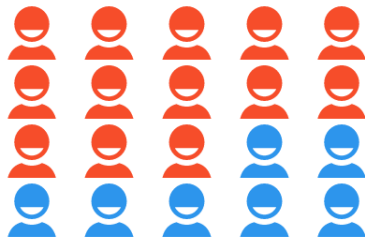


# 2016 Needs Assessment of the Hispanic/Latinx <sup>(1)</sup> Community in Athens-Clarke County, Ga.

A study by PORTAL, the U.S. Hispanic/Latinx research and outreach initiative of UGA's Latin American & Caribbean Studies Institute <sup>(2)</sup>

## COMMUNITY OVERVIEW (based on 301 survey responses)



**63%** women | **37%** men



Median age:  
**31-35**

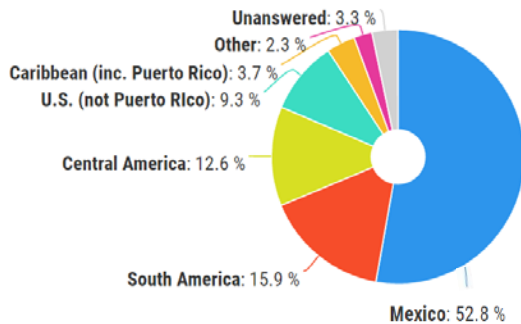
**Español** is preferred by an avg. of **61%** when speaking, reading, writing or thinking

**7.7 out of 10** are employed; the majority of them work in blue- or pink-collar jobs



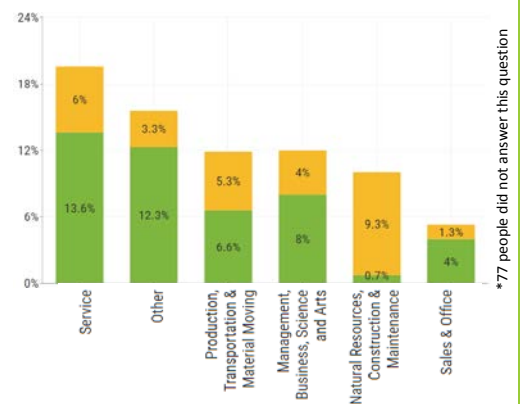
● Employed (77.4%) ● Not in Work Force (16.3%)  
● Unemployed, but Looking (5.3%) ● Unanswered (1.0%)

**85.1%** are foreign-born.  
Median immigration age: **20**



**52.2%** married  
**17.6%** in rltshp.  
**19.9%** single  
9.0% other; 7% no answer

Employment Category by Gender ● Men ● Women



\*77 people did not answer this question



**41.2%** live in mixed-immigration status homes <sup>(3)</sup>

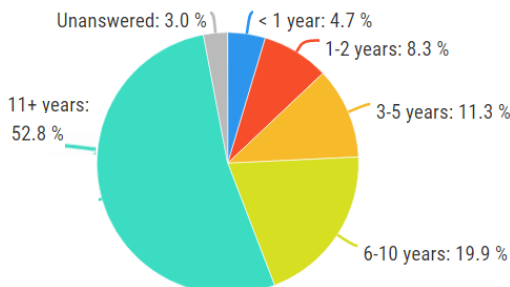


**72.1%** are parents  
**2.75**: avg. number of kids (N= 217 parents)  
**79.9%** of kids are ≤ 18 years old



**63.4%** of households earn ≤ \$24,000/year

**52.8%** have lived in ACC for 11+ years



**56.8%** of adults completed 12+ years of school



**54.1%** of households receive 1+ gov't benefit (i.e., SNAP, Medicaid)



**55.8%** of adults are uninsured  
**53.9%** of households have at least 1 insured kid

Notes: (1) "Latinx" refers to the gender-neutral version of Latino or Latina. (2) See back for more information about the study. (3) A "mixed-immigration-status household" is one in which people of different immigration statuses live together. Examples include a permanent resident and a visa-holder who are roommates, or undocumented parents and their U.S.-Born children.

## ABOUT THE STUDY AND KEY FINDINGS

PORTAL, the U.S. Hispanic/Latinx research and outreach initiative of the University of Georgia (UGA)'s Latin American & Caribbean Studies Institute, conducted a comprehensive needs assessment of the Hispanic/Latinx community in Athens-Clarke County, Ga. (ACC) between May 2015 and October 2016. This community represents 10.6% of the ACC population according to U.S. Census data, though local advocates believe it to be much larger.

Primary data was collected using a 50-question, confidential bilingual survey (301 valid responses) and five focus groups with 26 adult community members. Participants were asked about their access to healthcare, education, transportation, government-issued benefits (i.e., Medicaid), legal/immigration aid and language services in ACC.

Our study found that they face the same type of barriers when seeking a variety of basic services for themselves or their families, per the below. *Most are interrelated.* For example, lack of transportation makes it difficult to attend ESOL classes --> not speaking English well limits employment opportunities --> without a well-paid job, it's often impossible to afford health insurance --> lack of health insurance is a critical barrier to healthcare access.

This project was funded by The University of Georgia's Office of the Vice President of Research, UGA's Latin American & Caribbean Studies Institute, the National Resource Center grant #P015A140046 from the U.S. Department of Education\*, The Sapelo Foundation and the Vida Yoga (Work for America) Foundation. Additional in-kind support was provided by La Parrilla and Cali-N-Tito's restaurants in Athens, Ga.

### Top Barriers and Recommendations to Services Providers



#### Immigration Status

- Hold information sessions and develop in-language materials about which of your services people may have access to with or without a U.S.-issued ID
- Accept other forms of ID when possible (i.e., foreign passport)
- Hold workshops to inform community on their rights, changes to immigration policy, etc.



#### Language

- Provide services, informational and promotional materials in-language
- If it's not possible to hire Spanish-speaking staff, ensure clients have access to live interpreters or a language line
- Train staff to work with interpreters and language lines and confirm interpreters are certified (or at least trained) to work in your industry
- Make sure materials are translated correctly and that the language used is familiar to community members (formal vs. colloquial)
- Offer ESOL classes that are affordable, centrally-located and well-promoted



#### Transportation

- Host free driver's education programs
- Take your services to where the community is
- Hold workshops to educate community members on how to use public transportation
- Establish a network of volunteers who can help provide transportation to those who need help getting to you
- Support campaigns to improve local public transportation



#### Lack of Info

- Hold informational sessions at locations well-known to community members
- Distribute informational and promotional materials about your services in locations where the community is (i.e., flea markets, parks, doctor's offices)
- Partner with local Hispanic businesses to set up multi-agency information bulletin boards at each retail location
- Go social – post information about your services on local Facebook pages



#### Cost of Services

- Offer services on a sliding scale basis when possible
- Work with local businesses, other sponsors to provide financial aid to clients who need it
- Make payment plans available

**To learn more about this study or receive a copy of the full report, email [contact@lacsportaluga.org](mailto:contact@lacsportaluga.org).**

\*The contents of this report/presentation were developed under grant #P015A140046 from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.